



	Monday, May 24 <sup>th</sup>	Tuesday, May 25 <sup>th</sup>	Wednesday, May 26 <sup>th</sup>	Thursday, May 27 <sup>th</sup>	Friday, May 28 <sup>th</sup>
Literacy	<b><u>Places in My Community</u></b> Listen to the book then talk with your child about the different parts of a community discussed in the book.	<b><u>City Cat, Country Cat</u></b> After listening to the book, act out the emotions the cats were feeling in the different parts of the book. Example: Make sad faces during the part of the book where Duncan and Daria “missed each other very much.”	<b><u>The Crayon Box That Talked</u></b> After listening to the book discuss how the crayons worked together to make a beautiful picture while accepting their differences. Ask your child to draw her own picture using varied colors of crayons, markers, paints, etc. Talk with your child about her picture when it is finished.	<b><u>When I Grow Up</u></b> After listening to the book, talk with your child about the jobs your family members have in the community. Talk with your child what job he would like to do when he grows up.	<b><u>Tinyville Town Gets to Work</u></b> Listen to the book then work with your child to create a plan to build a structure together. Use vocabulary from the book such as foundation and assemble. Write the plan in front of your child, saying the words as you write them, and then build the structure together using your plans as a guide.
Phonological Awareness	<b><u>Old McDonald had a Farm</u></b> Sing along with your child and then ask her for other animals that could have been on the farm and continue to sing about those animals and the sounds they make.	Help your child segment and blend words. As you say the first part of the word, ask your child to pat his legs. As you say the second part of the word, ask him to clap his hands together. Example: /k/ (pat)/up/ (clap) /k/ (pat) /up/ (clap) /k/ (pat) /up/ (clap) = CUP! Other words: Map, fed, dog, sun	Help your child count the number of words in a sentence by clapping once for each word you say: We live in a community together (clap 6 times). We have neighbors (clap 3 times). Communities have people and buildings (5 claps). Ask your child to make up more sentences and clap to count each word.	Standing at a set of steps or stairs ask your child to step up the same number of steps/stairs as the word you say has syllables. Example: Community (child steps up 4 steps as the word has 4 syllables). Other words you might say: Bakery (3 steps), Chef (1 step), Neighbor (2 steps), Home (1 step)	<b><u>Oobie, Oobie</u></b> Sing along, emphasizing the new words created as a different initial sound is added in each verse. Encourage your child to extend the song by adding other sounds to the beginning of “oobie.”
Music & Movement	<b><u>Peanut Butter in a Cup</u></b> <b><u>Pizza Hut Song</u></b>	<b><u>This Is How I Do It</u></b> <b><u>Wag Your Tail</u></b>	<b><u>Show Us What You Got</u></b> <b><u>Be A Super Hero</u></b>	<b><u>Have Fun and Freeze!</u></b> <b><u>Jobs Song</u></b>	<b><u>Happy Dance</u></b> <b><u>Shake a Hand</u></b>
Math & Science	Ask your child to draw a map of her community or neighborhood or even an imaginary community. After she is finished, ask her to describe the map to you. Use words such as besides, between, longer/shorter as you repeat her description of the map.	Provide one set of numbered cards (2-10) from a deck of playing cards to your child. Ask him to put the cards in order, with the smallest number on the left to the largest number on the right.	<b><u>Know Your Globe</u></b> After watching the video with your child, provide paper and crayons/markers/pencil for her to draw her own picture of the globe or map of our planet Earth.	Using a deck of numbered playing cards, hold up two cards at a time and ask, “Which card is the larger number? Which is the smaller number?” Continue with two more cards. Then ask, “Which numbers are ‘number neighbors’ (number just before/just after) to the number on the card?”	Ask your child what animals live in your community? Make a list with your child. Then take a walk with your child and compare their list to the actual animals you see together. Explain that animals need air, water, food, shelter and sunlight to live.
Motor Skills	Take a walk in your community or neighborhood and talk with your child about the various aspects seen. For example, your home, and other types of homes in your community, streets, traffic signs, lights, stores, businesses, post office, etc.	Recite the poem as your child acts out the movements. Ask him to tell you the rhyming words he hears, then challenge him to make up other verses and motions: Bubble bubble turn around. Bubble bubble land on the ground. Bubble bubble float up high. Bubble bubble float towards the sky. Bubble bubble float down low. Bubble bubble land on my toe.	Draw a circle, a square, a triangle and an X (one per piece of paper/card) and place them around your home for your child to find. Give your child a clipboard, cutting board, or hardback book with paper and a pencil, crayon, or marker for her to draw the shapes on her paper as she finds each card.	Ask your child to dress himself (as much as possible), buttoning his own buttons, putting on his own shoes, zipping his own zipper, etc. before taking a drive or walk to a nearby playground or park to play outside.	Ask your child to sit with you with her legs out straight in front and begin to sing “row row row your boat” together. Ask your child to pretend to take hold of a boat oar with both hands and “row” a boat alternating sides of her body as she rows. If she struggles with keeping both hands together on an imaginary boat oar, you could give her a cooking spoon or stick for her to hold with both hands.
Social Emotional	<b><u>Communities for Kids</u></b> After watching the video, discuss with your child the specific communities she is a part of and how your family contributes to the community.	To the tune of “Here we go round the mulberry bush” sing, “What’s a book you like to read, like to read, like to read? What’s a book you like to read? Tell me now.” Then read that book together in a space your child selects in your family community.	Ask your child how she is unique/special? Ask her to look in a mirror to draw her own self-portrait on paper.	<b><u>Let’s be Friends</u></b> After watching the video, talk about what makes a good friend and how to be good friends in your community.	Work together with your child to help clean up a section of your neighborhood community by picking up trash. Discuss how important it is to work together as a community to help others. Be sure to wash hands afterwards.

Post pictures of you and your child learning together using #gaprekathome